

Strictly Confidential- (For Internal and Restricted Use Only) Secondary School Examination
SUMMATIVE ASSESSMENT - II
March 2015

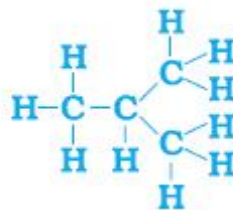
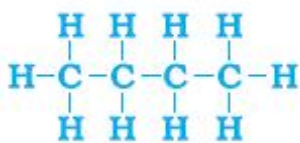
Marking Scheme – Science (Delhi) 31/1/2

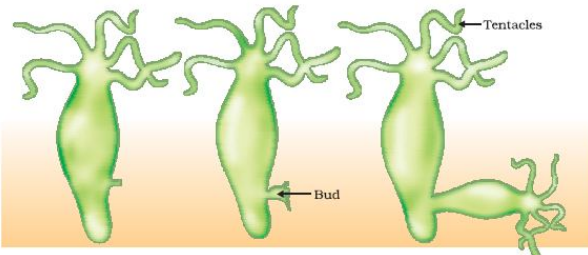
1. The Marking Scheme provides general guidelines to reduce subjectivity in the marking. It carries only suggested value points for the answer. These are only guidelines and do not constitute the complete answer. Any other individual response with suitable justification should also be accepted even if there is no reference to the text.
2. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed.
3. If a question has parts, please award marks in the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin.
4. If a question does not have any parts, marks be awarded in the left hand side margin.
5. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.
6. Wherever only two/three of a 'given' number of examples/factors/points are expected only the first two/three or expected number should be read. The rest are irrelevant and should not be examined.
7. There should be no effort at 'moderation' of the marks by the evaluating teachers. The actual total marks obtained by the candidate may be of no concern of the evaluators.
8. All the Head Examiners / Examiners are instructed that while evaluating the answer scripts, if the answer is found to be totally incorrect, the (X) should be marked on the incorrect answer and awarded '0' marks.
9. $\frac{1}{2}$ mark may be deducted if a candidate either does not write units or writes wrong units in the final answer of a numerical problem.
10. A full scale of mark 0 to 100 has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. As per orders of the Hon'ble Supreme Court the candidates would now be permitted to obtain photocopy of the Answer Book on request on payment of the prescribed fee. All Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points given in the marking scheme.

MARKING SCHEME
CLASS X – DELHI

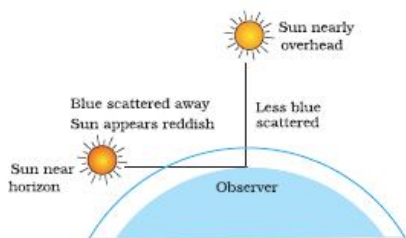
Code No. 31/1/2

Expected Answer/ Value point SECTION – A		Marks	Total						
Q1.	<ul style="list-style-type: none"> • Name : Ethane • Formula : C₂H₆ 	½ ½	1						
Q2.	1; size of image = size of object	½, ½	1						
Q3.	Power of a lens – the degree of convergence or divergence of light rays achieved by a lens/ Reciprocal of focal length of a lens	1	1						
Q4.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"><u>Binary fission</u></td> <td style="width: 50%; vertical-align: top;"><u>Multiple fission</u></td> </tr> <tr> <td style="vertical-align: top;">(i) Parent nucleus divides into two and moves to two daughter cells.</td> <td style="vertical-align: top;">(i) Parent nucleus divides into many daughter nuclei, each surrounded by cytoplasm.</td> </tr> <tr> <td style="vertical-align: top;">(ii) No protective covering is formed.</td> <td style="vertical-align: top;">(ii) A protective cyst is formed. Or any other</td> </tr> </table>	<u>Binary fission</u>	<u>Multiple fission</u>	(i) Parent nucleus divides into two and moves to two daughter cells.	(i) Parent nucleus divides into many daughter nuclei, each surrounded by cytoplasm.	(ii) No protective covering is formed.	(ii) A protective cyst is formed. Or any other	1,1	2
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(i) Parent nucleus divides into two and moves to two daughter cells.	(i) Parent nucleus divides into many daughter nuclei, each surrounded by cytoplasm.								
(ii) No protective covering is formed.	(ii) A protective cyst is formed. Or any other								
Q5.	a) These are not unlimited and with a tremendous increase in human population, the demand for resources is increasing at an exponential rate. b) Long term perspective required to meet the needs of the present as well as for the generations to come.	1 1	 2						
Q6.	Four measures: (i) Reforestation of the deforested areas as soon as possible. (ii) Ban on the indiscriminate cutting of trees. (iii) Felling of trees for fuel wood should be avoided. (iv) Overgrazing in forests should be discouraged.	½ x 4	2						
Q7.	i) Na / Sodium. Reason – The atomic size decreases from left to right due to the increase in the nuclear charge. ii) Al / Aluminium. Reason – The tendency to lose electrons decreases from left to right.	½ 1 ½ 1	 3						
Q8.	(i) K / Potassium. (ii) Be and Ca. <ul style="list-style-type: none"> • KX or KCl • Ionic / Electrovalent. 	1 1 ½ ½	 3						
Q9.	<ul style="list-style-type: none"> • Isomers are compounds having the same molecular formula but different structures. 	1							



	<ul style="list-style-type: none"> Since branching is not possible, isomers (two different structures) are not possible for the first three members of alkane series. 	1/2, 1/2		
Q10.	<ul style="list-style-type: none"> Soaps are sodium or potassium salts of long chain carboxylic acids. Detergents are ammonium or sulphonate salts. Cleansing action of soap – One part of soap molecule is ionic / hydrophilic and dissolves in water. The other part is non-ionic / carbon chain / hydrophobic part which dissolves in oil. Thus soap molecules arrange themselves in the form of a micelle / diagram of a micelle. On rinsing with water, soap is washed off, lifting the oily dirt particles with it. 	1/2 1/2 1 1/2		3
Q11.	<ul style="list-style-type: none"> Diseases which are transmitted from an infected person to a healthy person due to unsafe sex. Two examples – Bacterial disease : Gonorrhoea and syphilis Viral disease : Warts and AIDS Preventive measures: use of condoms or similar coverings 	1/2 1/2, 1/2 1/2, 1/2		3
Q12.	<ul style="list-style-type: none"> A process where a DNA molecule produces two similar copies of itself in a reproducing cell. Importance – (i) It makes possible the transmission of characters from parents to the next generation. (ii) It causes variation in the population. 	1/2 1 1		3
Q13.			Drawing Two labeling – Bud, Tentacles	2 1/2, 1/2

Q18.



- Light from the Sun near the horizon passes through thicker layers of air and longer distance
- Most of the blue light and shorter wavelengths of sunlight are scattered away by the particles. Light of larger wavelength reaches us giving the reddish appearance

1

1

1

3

Q19.

$$h_1 = +3\text{cm} \quad u = -30\text{cm} \quad v = +60\text{cm}$$

$$\frac{1}{f} = \frac{1}{v} - \frac{1}{u}$$

1/2

$$\frac{1}{f} = \frac{1}{+60} - \frac{1}{-30}$$

1/2

$$\frac{1}{f} = \frac{1}{60} + \frac{1}{30} = \frac{+3}{60}$$

$$\therefore f = +20 \text{ cm}$$

1

Lens – Convex lens

1

$$h' = \frac{v}{u} \times h = \frac{+60\text{cm}}{-30\text{cm}} \times 3\text{cm} = -6\text{cm}$$

2

5

Q20.

a) Statement of laws of Refraction of light (two laws)

1 × 2

When a ray of light travels from vacuum or air into a given medium then ratio of sin i to sin r is called absolute refractive index of the medium.

1/2

$$\text{Absolute refractive index} = \frac{\text{Speed of light in vacuum}}{\text{Speed of light in the medium}}$$

1/2

b) $n_A = 2.0$; $n_B = 1.5$ $v_B = 2 \times 10^8 \text{ m/s}$

i) $n_B = \frac{c}{v_B}$

1/2

$$\therefore c = n_B v_B = 1.5 \times 2.10^8 \text{ m/s} = 3 \times 10^8 \text{ m/s}$$

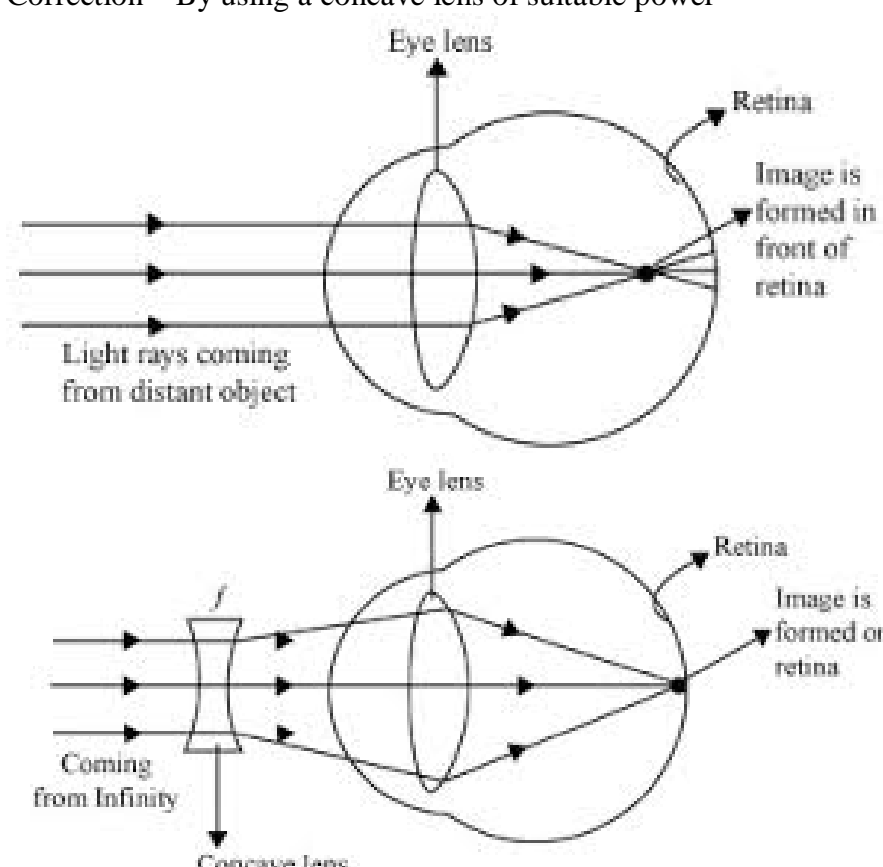
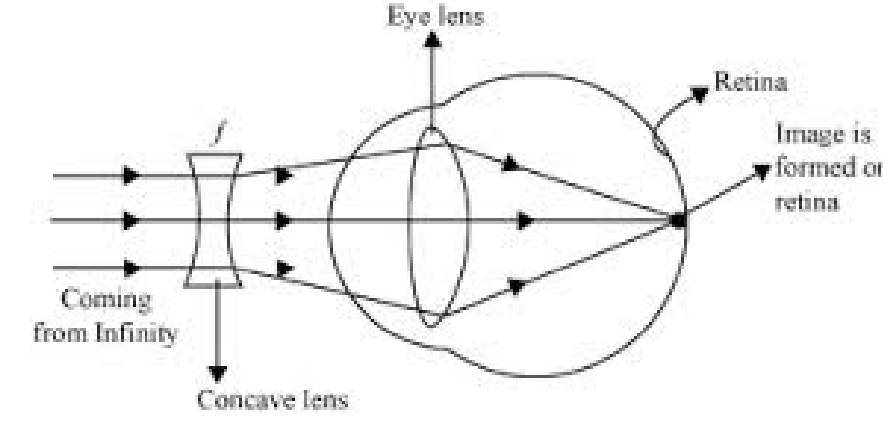
1/2

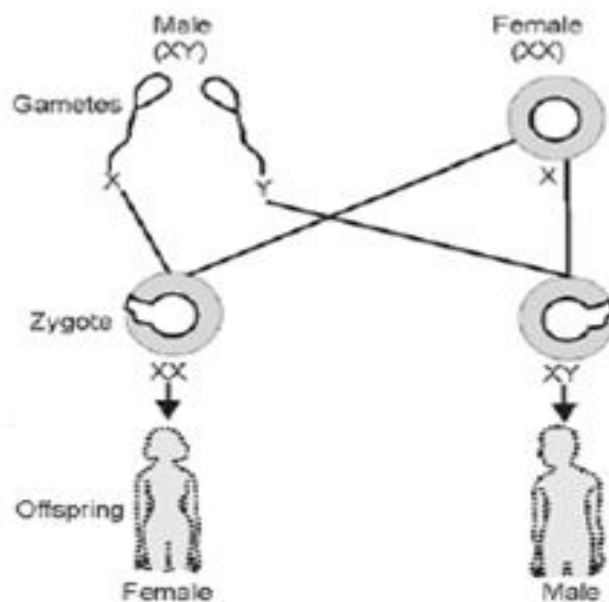
ii) $n_A = \frac{c}{v_A}$

$$\therefore v_A = \frac{c}{n_A} = \frac{3 \times 10^8 \text{ m/s}}{2} = 1.5 \times 10^8 \text{ m/s}$$

1

5

<p>Q21.</p> <p>i)</p> <p>ii)</p>	<p>Defect – Myopia / Nearsightedness Correction – By using a concave lens of suitable power</p>  	<p>1 1</p> <p>1 ½</p> <p>1 ½ 5</p> <p>1 1 1 1 1 1 1</p> <p>1 ½, ½ ½ ½</p>
<p>Q22.</p>	<ul style="list-style-type: none"> Carbon has 4 electrons in its outermost shell, and needs to gain or lose 4 electrons to attain noble gas configuration. Losing or gaining 4 electrons is not possible due to energy considerations; hence it shares electrons to form covalent bonds. <p>Two reasons for large number of carbon compounds :</p> <ul style="list-style-type: none"> Catenation: The unique ability of carbon to form bonds with other atoms of carbon giving rise to long chains of different types of compounds. Tetravalency : Since carbon has a valency of 4, it is capable of bonding with four other atoms of carbon or atoms of elements like oxygen, hydrogen, nitrogen, sulphur, chlorine, etc. <p>The reason for the formation of strong bonds by carbon is its small size which enables the nucleus to hold on to the shared pairs of electrons strongly.</p>	<p>1 1 1 1 1 1 1</p> <p>5</p>
<p>Q23.</p>	<ul style="list-style-type: none"> 23 pairs of chromosomes One pair, two types Flow chart <p>Parents</p>	<p>1 ½, ½ ½ ½</p>



1/2

1/2

- Justification: Women produce only one type of ovum / (carrying X chromosome) and males produce two types of sperms (carrying either X or Y chromosome) in equal proportions. So the sex of a child is a matter of chance depending upon the type of sperm fertilizing the ovum.

1

5

Q24.

- Functions: -
 - Ovary: (i) Production of female hormone / oestrogen and progesterone.
 - (ii) Production of female gamete / egg / germ cell.
 - Oviduct : (i) Transfer of female gamete from the ovary.
 - (ii) Site of fertilization.
 - Uterus: (i) Implantation of Zygote / embryo.
 - (ii) Nourishment of developing embryo.
- Placenta is a special disc like tissue embedded in the mother's uterine wall and connected to the foetus / embryo.
- Placenta provides a large surface area for glucose and oxygen/nutrients to pass from the mother's blood to the embryo/ foetus.

1/2

1/2

1/2

1/2

1/2

1/2

1

1

5

SECTION - B

25) A

26) C

27) B

28) C

29) C

30) D

31) A

32) D

33) B

1x9

9

Q34.


- (a) Away from the lens
- (b) Increases
- (c) No image on the screen

1/2

1/2

1

2

Q35.	Two observations : <ul style="list-style-type: none"> • Brisk effervescence • Evolution of a colorless gas. $\text{NaHCO}_3 + \text{CH}_3\text{COOH} \longrightarrow \text{CH}_3\text{COONa} + \text{H}_2\text{O} + \text{CO}_2$	$\frac{1}{2}$ $\frac{1}{2}$ 1	2
Q36.	Binary Fission  <p>Initial Stage Final Stage</p> <p>Elongation of Nucleus</p>	$\frac{1}{2}$ $\frac{1}{2}, \frac{1}{2}$ $\frac{1}{2}$	2